

Transition Planner For Postsecondary Education



**OREGON DEPARTMENT OF EDUCATION
OFFICE OF STUDENT LEARNING & PARTNERSHIPS**

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TRANSITION TO POSTSECONDARY EDUCATION & TRAINING PROGRAMS



Transition Planning - *What next?*

When students reach their teens, they must begin to think seriously about what they want to do after high school graduation. The question “What do you want to do when you grow up?” is no longer just a far off dream – it’s a reality. It’s an exciting time, but change can also bring frustration and anxiety. It can be a scary time for both students and parents. There are so many options and a world of possibilities for you to consider. Even if you know your ultimate goal, there are many paths that may lead to your goal. So, which path should you select?



- *Will I go on to four-year college? Or should I attend a community college?*
- *Is there a vocational training program or technical college that I want to attend?*
- *Will I go directly into the work force and get a job?*
- *What jobs interest me? What knowledge and skills will I need for the job?*
- *Is there an apprenticeship program that interests me and prepares me for a career?*
- *Will I join the military service and if I do, what area of training do I want to pursue?*
- *How will I pay for tuition, fees, books, and living expenses while I pursue my education after high school?*
- *Are there agencies that can provide support and financial assistance as I pursue my postsecondary education?*

This handbook will help students with disabilities plan for postsecondary education opportunities. Options include four-year colleges and universities, two-year community colleges, technical colleges and certification programs, apprenticeship programs, private trade schools, on-the-job training and more. Knowing your strengths and interests will help you select the best option for you. Whatever path you choose, it will bring hard work and challenges but it will also give you the skills and knowledge you need for a rewarding life.

What classes should I take in high school?

The answer to this question will depend on many factors. Your school district and the State of Oregon have set minimum high school graduation requirements; your district may have higher graduation requirements than the State. Many colleges and postsecondary training programs require additional course work for admission. It is important for you to consult with your academic counselor regarding your district graduation requirements. The chart below is designed to give you general recommendations based on the average admission requirements, but they may vary by college or program.

Required Courses by Academic Area	Minimum Oregon State Graduation Requirements (Regular Diploma) ¹	Fill in your School District's Graduation Requirements	Credits for admission to Career & Technical Colleges or Programs	Credits for admission to most 4-year Colleges & Universities ²
English	3 credits (4 credits beginning with class of 2010)	____ credits	4 credits	4 credits
Social Studies	3 credits	____ credits	3 credits	3 credits
Math	2 credits (3 credits beginning with class of 2010; 3 credits at Algebra 1 level and above beginning with class of 2014)	____ credits	2 credits	3 credits (Algebra 1 and higher level)
Science	2 credits (3 credits scientific inquiry beginning with class of 2012 – 2 lab credits required)	____ credits	2 credits	3 credits
Physical Education	1 credit	____ credits		
Health	1 credit	____ credits		
Second Language, The Arts, +/-or Career & Technical	1 credit (3 credits beginning with the class of 2012)	____ credits		Varies (Most require minimum of 2 credits in world languages and 1 in fine arts.)
Computer Science	No State requirement.	____ credits	Varies	Varies
Additional District course requirement(s)		____ credits		
Electives	9 credits	____ credits	Varies	Varies
Total Credits Required for Graduation	22 credits (24 credits minimum beginning with the class of 2010)	____ credits	Varies	Varies

¹ Based on diploma requirements for 2008-2009. See www.ode.state.or.us/search/results/?id=368 and www.ode.state.or.us/search/page/?id=1684 or www.getreadyoregon.org for further details.

² See www.ous.edu/stucoun/prospstu/admissions.php for information on Oregon University System requirements.

Additional Career Related Requirements		
Extended Application	Apply and extend knowledge and skills in new and complex situations related to the student's personal and career interests and post-high school goals.	<i>See district requirements for details.</i>
Education Plan & Profile	Develop an education plan and build an education profile to guide learning toward student's personal, career and post-high school goals.	<i>See district requirements for details.</i>
Career Related Learning Experiences	Participate in experiences that connect classroom learning with real life experiences in the workplace, community, and/or school relevant to student's education plan.	<i>See district requirements for details.</i>
Career Related Learning Standards	Students demonstrate knowledge and skills in personal management, problem solving, communication, teamwork, employment foundations, and career development.	<i>See district requirements for details.</i>
Proficiency in Essential Skills	<i>Beginning with class of 2012.</i>	<i>ODE to release further information on this requirement.</i>

What if I need to take modified courses or have the academic content modified in a class required for graduation?

If you have a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers or a documented history of a medical condition that creates a barrier to achievement, you may qualify for a modified diploma.³ Students who have demonstrated the inability to meet the full set of academic content standards, even with reasonable modifications and accommodations, may be considered for a modified diploma. A school team⁴, designated by the district and including you and your parents, shall decide if you will work towards a regular high school diploma, a modified diploma or an alternative certificate. This decision should be made no later than the end of your sophomore year in high school. The decision to work towards a modified diploma or alternative certificate is reviewed annually and the decision may be changed. All students who earn a regular diploma, a modified diploma or an alternative certificate have the option of participating in the high school graduation ceremony with the members of their class.

Required Courses	Minimum Oregon State Graduation Requirements for Modified Diplomas	Fill in your School District's Graduation Requirements for Modified Diploma
English	3 credits	_____ credits
Social Studies	2 credits	_____ credits
Math	2 credits	_____ credits
Science	2 credits	_____ credits
Physical Education	1 credit	_____ credits

³ OAR 581-022-1134

⁴ IEP team, Section 504 Plan team, or other district designated team.

Health	1 credit	_____ credits
Second Language, Career & Technical and/or The Arts	1 credit	_____ credits
Computer Science	No requirement	_____ credits
Electives	12 credits	_____ credits
Total Credits	24 credits	<i>Maximum of 24 credits</i>
Additional Career Related Requirements		
Extended Application	<i>See Oregon State diploma table above for details.</i>	<i>See district requirements for details.</i>
Education Plan & Profile	<i>See Oregon State diploma table above for details.</i>	<i>See district requirements for details.</i>
Career Related Learning Experiences	<i>See Oregon State diploma table above for details.</i>	<i>See district requirements for details.</i>
Career Related Learning Standards	<i>See Oregon State diploma table above for details.</i>	<i>See district requirements for details.</i>
Proficiency in Essential Skills	<i>Beginning with class of 2012.</i>	

After high school, the rules change.....

As a student with a disability, your education plan has been largely shaped by your Individualized Education Program (IEP). Many people, including you and your parents, have been members of the IEP team that helped guide you through school. The IEP team determined what supports you needed and if accommodations or modifications to the curriculum were necessary. The team will also decide what type of high school diploma you will work towards. After high school graduation, the rules change and services that you have relied on in past years may no longer be available to you. The following charts⁵ outline the general differences between what special education services are available in high school and what you can expect in postsecondary education programs. The biggest change you will encounter is that most of the responsibility for your education shifts to you!

LAWS & RESPONSIBILITIES	
High School	Postsecondary
LAW: Individuals with Disabilities Act (IDEA) mandates Free Appropriate Public Education (FAPE). IEP developed for eligible students. All IDEA eligible students are also eligible under Section 504 of the Rehabilitation Act of 1973.	IDEA does not apply. Schools and programs are not required to provide FAPE. No IEPs will be developed.
LAW: Section 504 of the Rehabilitation	LAW: Section 504 of the Rehabilitation

⁵ Adapted from *Opening Doors to Postsecondary Education & Training*, Wisconsin Department of Public Instruction.

LAWS & RESPONSIBILITIES	
High School	Postsecondary
Act of 1973. Accessibility and reasonable accommodations. Section 504 Accommodation plans developed for students eligible only under Section 504.	Act of 1973. Accessibility and reasonable accommodations as necessary to ensure that the school or program does not discriminate on the basis of disability.
LAW: Americans with Disabilities Act (ADA). Accessibility and reasonable accommodations.	LAW: Americans with Disabilities Act (ADA). Accessibility and reasonable accommodations.
IDEA covers ages 3 to 21 or until student meets all district graduation requirements and is granted a regular high school diploma. Modified diplomas and GED's are not equivalent to a regular high school diploma and do not end IDEA eligibility.	Section 504 and ADA covers people with disabilities regardless of age. Schools may not discriminate in recruitment, admission, or after admission, solely on the basis of a disability.
School attendance is mandatory.	Students select a school or program of their choice, apply for admission, and typically pay tuition to attend.
Districts are required to identify IDEA eligible students with disabilities through a free evaluation process. After the initial evaluation and determination of IDEA eligibility, districts are required to re-evaluate students at least once every 3 years unless the team determines that an evaluation is not needed to determined eligibility for special education.	Students are responsible for notification and providing current documentation of a disability to the school or training facility. Students are responsible for the costs of evaluation. You may qualify for a free evaluation if you are eligible for services through your state vocational rehabilitation agency.
IDEA eligible students receive special education and related services to address their needs based on an identified disability and documented in their IEP.	Formal special education services are not provided.
IDEA services include individualized specially designed instruction and/or related services. Accommodations and/ or modifications may be provided as per the IEP.	Reasonable accommodations may be made to provide equal access and participation.
School staff may be trained specifically to meet the individual student's needs.	No formal program of support for school personnel is provided.
IDEA Eligible: Progress toward IEP goals is monitored and communicated to the parent(s) and/or the student.	Students are required to monitor their own progress and communicate their needs to their instructors.
Schools assist in connecting the student with community support agencies during transition as identified in the IEP.	Students are responsible for making their own connections with community support agencies.

CLASSES	
High School	Postsecondary
School-directed schedule (semester, trimester, block, # class periods per day). Students proceed from one class to another with short break between class periods.	Individual students must manage their own time and schedules. There are often long periods of time in between classes. <i>(Caution: Time management skills are extremely important! Use your time wisely.)</i>
General education class requirements determined by state and district requirements.	Classes based on chosen field of study.
School year typically lasts from early September to mid-June. Summer school may be offered but is not used to accelerate date of graduation.	Academic year may be divided into 2 semesters, 3 trimesters (fall, winter & spring) or an all year program. Summer classes may be used to accelerate graduation date.
Class attendance is mandatory and monitored carefully. Non-attendance may result in disciplinary action.	Attendance policies vary by school and/or instructor. <i>(Caution: Lack of attendance may lower your grade and performance. Non-attendance may result in dismissal from program.)</i>
Classes generally have no more than 30 students.	Classes may have 100 students or more.
Most textbooks and materials are typically provided at no cost to the student.	You will be responsible for buying any textbooks and required materials. Lab fees may also apply in some classes. <i>(Textbook costs for a full-time student typically range from \$250 to \$500 per semester or trimester and may be higher for some science and technology fields.)</i>
School counselors provide guidance for students on graduation requirements and student progress towards graduation is monitored. School career center may be available for college and/or career exploration.	Graduation requirements are complex and vary for different fields of study. Students are responsible for determining their graduation requirements, monitoring their own progress and seeking advice. <i>(Hint: Many programs will appoint a mentor and/or counselor for each student, but contacts are usually student initiated. Schedule regular visits to your mentors or counselors as they can be a valuable resource to you.)</i>
Modifications that change course content standards may be offered based on the student's IEP. Modified high school diplomas may be granted based on the student's IEP and modified course work.	Modifications that change course content standards will not be offered. Modified high school courses and modified diplomas may not be accepted by the college or program.

INSTRUCTORS	
High School	Postsecondary
Classes taught by certified teachers.	Classes may be taught by professors, lecturers, teaching assistants or other faculty.
Teachers grade assignments and check to see that homework is completed.	Instructors assume homework is completed, but rarely check.
Teachers may remind students of incomplete assignments.	Instructors will rarely remind students of incomplete assignments. <i>(Hint: It's your responsibility to check with your instructor to see if all requirements are being met.)</i>
Grade is based on a combination of classwork, homework and examinations.	Grade usually based on 1 or 2 exams per grading period. May be based on a major project or presentation.
Teachers typically have knowledge of individual students' needs and approach students when they feel the student needs assistance.	Instructors are usually open and helpful, but expect students to initiate contact when assistance is needed. <i>(Hint: Self advocacy skills are a critical factor!)</i>
May be available before, during, or after class.	May require students to attend scheduled office hours.
Have been trained in teaching methods and may have special training in the area of your disability.	Have content knowledge of the subject, but not necessarily formal training in teaching methods.
Often provide students with information and assignments missed during an absence.	Expect students to get information and assignments from classmates when they miss a class. Course syllabi may contain certain due dates for major assignments and/or exams.
Makeup assignments from absences usually accepted within reasonable time period.	Makeup assignments from absences are rarely accepted.
Late work may be accepted, though total points may be reduced.	Late work is rarely accepted for credit.
Present material to help students understand what is in the textbook. Lecture notes typically aligned to textbook.	May not follow the textbook at all, but use lectures to explain the course content. <i>(Caution: Exams usually cover both lecture and textbook materials, not simply the materials covered during the class period.)</i>
Often write information on the board or overhead that highlights key points to assist students in taking notes.	May lecture nonstop. If they write on the board, it may be to support the lecture, not summarize it. <i>(Hint: Taking good notes is essential! Tape recorders may be used with the consent of the instructor.)</i>
Teach knowledge and facts leading students through the thinking process.	Expect students to think independently and connect seemingly unrelated

INSTRUCTORS	
High School	Postsecondary
	information.
Often take time to remind students of assignments and test dates.	Expect students to read, save, and refer back to the course syllabus for information on texts, assignments, examinations, and due dates. <i>(Hint: Course syllabi are your way of knowing exactly what is expected of you, when assignments are due, dates of exams, how you will be graded, and how you can contact the instructor. Save those course syllabi and refer to them often.)</i>

STUDYING	
High School	Postsecondary
Study time outside of class will vary and may require as little as 1 to 3 hours per week.	Generally requires at least 2 to 3 hours of study outside of class for each 1 hour of class.
Instructors may review class notes and textbook materials regularly for classes and may provide a study guide. Classroom review sessions frequently offered prior to exams.	Students should review class notes and textbook materials regularly. Review sessions are rarely offered. <i>(Hint: Use the time between classes carefully. Review your lecture notes. Take notes on reading materials to summarize important concepts. Consider forming a study group with fellow students.)</i>
Students are expected to read short assignments that are then discussed in class. Major concepts and key points are typically reviewed in class by the instructor.	Substantial amounts of assigned reading and writing may not be directly addressed in class. <i>(Hint: It's up to you to read and understand the assigned material or access support, such as books on tape. If you have questions, see the instructor during their scheduled office hours or speak with their teaching assistants, if available.)</i>

TESTING	
High School	Postsecondary
Frequent tests that cover small amounts of material, such as chapter tests. May include frequent quizzes that help students prepare for questions on the exam.	Usually infrequent (only 2 or 3 exams per semester/trimester). Tests may be cumulative and cover large amounts of material, including both lecture and text materials. Some classes may require only papers and/or projects instead of tests.
May provide study guides and vocabulary	You need to organize materials to prepare

TESTING	
High School	Postsecondary
lists for tests.	for tests and determine what the key concepts are and how they relate.
Make-up tests are usually available unless the absence was unexcused.	Make-up tests are seldom an option and you must request that option prior to the exam.
Test dates may be arranged to avoid conflicts with other events.	Tests are usually scheduled without regard to other demands and testing dates/times are rarely changed to avoid student scheduling conflicts.
May offer review sessions emphasizing important concepts prior to tests.	Faculty rarely offer review sessions; if they do, students are expected to be prepared with questions and to be active participants.

GRADES	
High School	Postsecondary
Given for most assigned work (homework, papers and reports, projects, quizzes, tests, and presentations).	May not be given for all assigned work. <i>(Hint: Though it may not be graded, the work is closely correlated to how well you will perform in that class and the grade you will earn.)</i>
Good homework grades may assist in raising overall grade when student's test grades are lower.	Tests and major papers/projects typically determine the final grade.
Extra credit options may be available to improve grade.	Extra-credit options are rarely offered.
Initial test grades, especially when low, may not have an adverse effect on grade. Lowest test or quiz score may be discarded in final grade determination or teacher may give consideration to student improvement and progress.	First tests are often "wake up" calls to let you know what is expected of you. <i>(Hint: Watch out! They may count for a substantial part of your final grade. Contact the instructor, academic advisor, or student disability services office if you do poorly.)</i>
Graduation requirements may be met with a grade of D or higher, based on school district policy.	Requirements may be met only if the student's average meets departmental standards which are generally a 2.0 (C) or <i>higher</i> .
Schools retain students with low grade point averages and may offer special programs and counseling.	Students with low grade point averages may be placed on academic probation or dismissed from the school or program. <i>(Hint: Postsecondary schools have high standards for student performance and have little patience for those students not</i>

GRADES	
High School	Postsecondary
	<i>willing to work hard!</i>

OTHER FACTORS TO CONSIDER	
High School	Postsecondary
State and/or district policies may determine eligibility for participation in extracurricular activities.	Postsecondary institution policies may determine eligibility for participation in extracurricular activities.
Parents typically manage finances for all school-related activities and daily living expenses.	Students are responsible for money management. That may include all costs of tuition and supplies, living expenses and extra spending money.
Students may have a part-time job, but their paychecks are typically used for recreation, not living expenses.	Part-time or full-time jobs may be necessary to pay the costs of schooling and living expenses.
Parents and teachers may provide support and guidance in setting priorities.	Students are responsible for setting their own priorities.
Public education is provided free of charge.	Students are typically charged tuition. Students may need to take out student loans. (<i>Hint: Are scholarships or other financial aid options are available to you?</i>)



How your IEP team can help you in transition planning.....

Your IEP team can help you plan and prepare for postsecondary education in a number of ways. Beginning the year you turn 16, you must be invited to all IEP meetings that consider your postsecondary goals and any transition services needed to assist you in reaching those goals. If you do not attend the meeting, the school must take other steps to make sure that your preferences and interests are considered. You need to be an active member of the IEP team and your transition plan should be based on what you want to do with your life. It's

never too early to start planning for your future and it is essential that you maintain high academic standards and expectations throughout your school years.

There are so many things to think about as you plan your transition to being an adult! Consider these questions carefully. They will help shape your future.



- What are your abilities and interests?
- What do you like about school work? What do you dislike?
- Have you been working on your career related knowledge and skills, such as time management, teamwork, communication, problem solving, independent living, and the ability to ask for help when you need it?
- Are you involved in hobbies or volunteer commitments that interest you as a potential career?
- If you've had a job, what did you like best about it – besides the paycheck?
- Do you prefer working in an office, a factory, a hospital, a retail store, on a fishing boat or outside working in agriculture or forestry?
- Would you prefer a career in which you work independently or as a member of team?
- Would you like to work on a ship or a plane and travel to places far from home?
- How will you support yourself as an adult?
- How will you support a family? Do you know how much it costs to raise a child?
- Do you know how to develop a budget? And don't forget to save money and invest in your future!
- What do you want your everyday life to be like as an adult?
- Do you prefer living in the city, the suburbs or the country?
- What other things do you need to consider when planning your future?

Self-Advocacy Skills

Self-advocacy means that you understand what you need in terms of access and accommodations and you can effectively communicate that information to others so they can help you get what you need to be successful. You need to find effective ways to explain your disability and your specific needs, including what accommodations have been beneficial to you in school. How can you develop your self-advocacy skills? Perhaps you could practice with a teacher, a counselor or your IEP team. Your district may also provide transition specialists or career specialists that can help you develop self-advocacy skills.

Self-advocacy includes the ability to honestly evaluate your strengths and weaknesses and communicate that information to others. What courses are the most difficult for you? Which classes and assignments are the easiest for you? Do you need extended time for tests, a note taker, copies of lecture notes, books on tape, or other accommodations? Are there accommodations you have in high school that work well for you? Can you explain what those accommodations are and how they help you to be successful? Work with your school's disability services office to help develop an accommodation plan that meets your needs and share that plan with your instructors. It is always best to approach your instructors at the

beginning of the course and discuss what accommodations you need. Don't wait until you fail a test to tell the professor that you need extended time!

Does your school offer career exploration courses or courses that promote skills in time management, study skills, self-advocacy training, stress management and exam preparation? Do they offer career fairs, work experience opportunities, trial interviews, internships and interest inventories to help you select potential careers? Take advantage of these classes and opportunities for they will help you develop the essential skills for academic independence. Time management, study skills, note taking and a strong work ethic are all critical skills for success in school and the work force.

What can I do now to help me get into my chosen postsecondary education program?

You need to maintain high academic standards and expectations throughout your entire school experience – from first grade through graduation from high school! You don't need straight A's in every class, but you do need to demonstrate that you have strong academic skills and a strong work ethic. It's better to work hard in a more challenging class and earn a B, than take an easy class just so you can earn an A. Does your high school offer career exploration classes? Do they offer courses in time management or study skills? Do they have a writing lab or math lab where you can get assistance? Are there work experience options or internships? If the answer is yes to any of these questions, then take advantage of the opportunity!



Do you know what postsecondary education option you want to pursue? Determine what courses are necessary for admission to the school or program and be sure to include those courses in your four-year high school plan and courses of study. The school district's graduation requirements are the **minimum** requirements needed to earn a diploma, but most colleges and programs require high school students to work beyond that minimum standard. See the chart on page 3 for additional information and a summary of the typical postsecondary admission requirements. Be sure to check with the school or program you are interested in attending as their admission requirements may vary. Example: Oregon currently requires only two years of high school science to graduate, but most colleges and universities require at least three years and many require four years of science (biology, chemistry, physics and one additional science course). **CAUTION:** Modified courses are

only accepted by some post secondary education programs, and usually require additional entrance exams.

Participation in extracurricular activities, whether in band, drama, sports, clubs or other activities, will enhance your chances of being accepted into the program of your choice. Involvement in your local community and performing volunteer work will also enhance your opportunities. The competition for admission can be very rigorous! Each year when you review your 4-year high school plan, think about what activities you plan to participate in and how you can be actively involved in your community. Colleges are looking for well-rounded students with a strong work ethic, not simply students who do well in class.

Deciding which postsecondary program to attend can be a difficult decision. Does it prepare you for your chosen career? How much will it cost? Is financial assistance available? Do I qualify for a scholarship or grant? Will my parents be able to help pay for my education? Do I want to live close to home or far away? If I attend school out-of-state, will the tuition be higher?



By the time you reach the tenth grade, consider attending college fairs and visiting colleges and other postsecondary training programs. What services do they offer students with disabilities and will the program meet your individual needs and goals? Begin gathering information about the college programs they offer and learn what types of courses are necessary for admission. Talk to students attending the program or college and find out what they like (and don't like) about the program. Schedule an interview or tour the institution(s) you are interested in attending. Most colleges have special tours for students interesting in applying, so check with the college admissions office.



Begin to explore your post secondary options and goals. However, just be sure that the selected goals are your goals and based on your dreams, your strengths, your interests and your preferences.

The Oregon Department of Education now pays for every 10th grader in Oregon public schools to take the PSAT or ACT college readiness test. The test results will allow you access to customized online reports showing the academic areas in which you are on track for college and where you need additional skills, along with a list of courses you should enroll in to gain the skills you lack.

Another way to help you prepare for postsecondary education is to prepare a transition packet that documents your accomplishments and provides information on your disability, including access and accommodation needs. Include evaluation reports, transcripts, SAT or ACT assessment scores, a copy of your current IEP, writing samples, letters of recommendation, a resume that includes your extracurricular activities, your community involvement and volunteer activities and list any work experience. Be sure to include both paid and unpaid work experience. If appropriate, include medical records that document your disability. Include a copy of your summary of performance report (developed by the IEP team in your senior year) which includes a review of your academic achievement, functional performance and recommendations on how to achieve your measurable postsecondary goals. Colleges require recent evaluation and assessment data as documentation of a disability and may require that you submit additional evaluation and assessment data beyond what your high school requires.

Some students with disabilities qualify for additional federal and state agency supports after graduation from high school. Consult your IEP team transition specialist or check with the Oregon Department of Vocational Rehabilitation (DVR), Oregon Department of Human Resources (DHS) or the Social Security Administration office for eligibility requirements and available services. If you believe that you will qualify for such services, be sure to invite a representative from the appropriate agencies to your IEP meetings when discussing high school transition planning.

How do I select a college or postsecondary program?



Your family, friends, teachers and counselors may offer advice and recommendations, but the final decision is up to you. You must balance your interests, your aptitudes, your knowledge and skills level, your funding resources, and many other factors when making the final decision. Do you want to continue living at home while attending school? Would you rather live on campus at a college near your home? Or would you rather move away from home to attend school? Do you want to attend a large school or a smaller institution?

What level of education do you need to qualify for your chosen vocation? Do you need a certificate, a special vocational license, an associate degree, a baccalaureate degree, or a graduate degree? Your answer to that question will help you decide if you should attend a

vocational school, a certified training program, a community college or a 4-year college. As a general rule, the more post-high school education you receive the higher your lifetime earnings will be. However, how much you earn is only one factor to consider when deciding on a career. Job satisfaction impacts every aspect of your life. Does this career truly interest you? Can you attain the required level of education and acquire the necessary skills and knowledge?

Community colleges offer a number of one and two-year career and technical education programs, as well as offering a two year academic program that will fulfill the first two year requirements of your baccalaureate degree. Many different programs are offered by community colleges in Oregon, including: legal assistant, emergency medical responder, commercial truck driver, diesel technician, and hospitality and travel consulting. If you plan on attending a 4-year college you need to know that not all academic majors and degrees are available at each college. Do the colleges and universities that you are interested in offer the degree program you want?

Once you determine your chosen field of study, area of interest or possible college major, you can further narrow the list of program options. Does the college or vocational school offer a program that matches your interests and career goals? Does the program prepare you for a wide range of career options? If you've selected a specific career goal, try to arrange an interview with someone currently working in that field. Check with your school counselor, transition specialist and/or your school career center for information on what schools offer the program you have selected. There are a number of excellent computer programs and reference books that will help you in selecting a school or program that meets your needs.

Completing an application packet can take many hours of preparation and cost a considerable amount of money. If the school you select has a very competitive admissions or even a moderately competitive admissions program, it is advisable to apply to more than one school. A general rule of thumb is to apply to at least one school where you are reasonably certain of admission, even if that school is not your first choice. This will ensure that if you don't get accepted by your first choice, you will still be able to continue working towards your goal. Check college rating references for further information, including average GPA, average class rank and average SAT/ACT scores of incoming freshmen. Does the school have a minimum ACT or SAT score requirement? Will they accept nonstandard administration of ACT or SAT tests (testing with accommodations)? Do they have a minimum grade point average (GPA) requirement? Do they have an open admission policy? Will they modify the admission requirements for students with disabilities? Do their admission requirements vary based on your chosen field of study? Do they have student support groups for students with disabilities? Check their website for information and don't hesitate to contact their admissions office if you have further questions.

Within every chosen area of study, there are a range of potential careers. Students are often surprised at the wide selection of possible careers within their area of study. Example: students with an interest in animals may end up as a rancher, farmer, veterinarian, dog groomer, zoo keeper, wildlife biologist, or in some other related occupation. What level of study you pursue in your chosen field will help determine what your career will be like. Many one and two year programs offer certificates or associate degrees. Four year colleges and universities offer bachelor of arts or bachelor of science degrees. Does your chosen career

require graduate studies or graduate degrees? How many years will it take to complete your education?



Other important factors to consider:

- Class size
- Learning support programs and available services
- Availability of tutoring or mentor programs
- Average cost of tuition, books, transportation, housing, food and other regular expenses
- Availability of scholarships and grants
- Availability of financial aid and work-study programs
- Job opportunities near school (Do they allow flexible hours? Part-time work?)
- Will you attend school full-time or part-time?
- What are your housing options (on campus, off campus or at home)
- If needed, investigate support services for housing (special floor considerations, access to facilities, accommodations, available personal assistance)
- Transportation needs - is public transportation available? Will you need a car? Do you need special parking privileges?
- Will your parents be able to provide financial support while you continue in school?

Will the postsecondary program offer special classes to help me during the transition from high school?

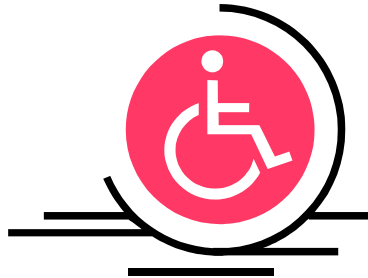
Adjusting to the responsibilities and independence of postsecondary life can be a difficult period of adjustment for many students. Some schools and programs offer orientation classes to help in-coming freshmen. The program may offer learning strategies, study skills or time management classes. Basic English classes and writing labs may be available, but English credit will usually not be granted for the class. Many schools offer tutoring services to freshmen and they may provide a student or staff mentor for you. They may provide counseling services for students and help them deal with anxiety and stress. Don't be afraid to seek out assistance!

What should I look for if I tour a college?

The answer to that question will depend on your needs and your preferences. Do you prefer a large school, a small school or something in between? Do you want to live in a small town or a large city? Is the college actively engaged in the local community? Do you want a school with an active sports program? Or would you prefer a school with a good theater arts or music program? Do you prefer a school that is more research oriented or one that focuses on the application of that research?

Be sure to find out which office on campus is responsible for disability services. Stop by and introduce yourself and find out if you qualify for assistance. Services for students with disabilities will vary, but may include the following:

- Extended time for tests
- Alternative test administration (oral, computers, other)
- Note-takers
- Readers
- Taped textbooks and alternative formats for course materials
- Scribes
- Flexibility in assignment completion due dates
- Assistive technology
- Computers (individual or lab)
- Study groups and/or tutoring
- Peer support groups
- Counseling
- Interpreters
- Career Placement Services



If you have special access needs, be sure to check out the access to living quarters and school buildings. Do they offer ramps and provide special seating? As you tour the campus think of your mobility and access in different weather conditions. Do they offer a fitness center for students? If yes, is it accessible for students with disabilities? What about library and computer lab access?

What skills will I need to make my postsecondary education successful?

Students that are highly motivated and have a strong work ethic are far more likely to stay in school and be successful. Identify your goals and career options so you have a clear idea of what you are working towards. Self-discipline is very important and you will be required to work hard. School is your “job” and you will benefit personally, professionally and financially by earning a degree or certification. Every hour you spend in class will increase your earning power as an adult. Don’t give up when things get difficult! Show your determination by continuing to work hard and learn from your mistakes.

Don’t procrastinate! Time management is essential and will save you from the anxiety and stress of being unprepared when assignments are due. Cramming the night before an exam is not a good way to study and your test scores will reflect your lack of preparation. Know your learning style and use that knowledge to help you study. Be organized so you can

concentrate on what's important rather than wasting time and effort. Take good notes and review them regularly. Compare your classroom notes to your assigned textbooks and consider how they are related. Consider taking notes on your reading assignments to help you make connections and prepare for exams.

Learn to be as independent as possible and take personal responsibility for your actions and your work. Self-acceptance and self-awareness of your disability and capabilities enhance your ability to advocate for yourself. Know your legal rights, and the policies and resources of the school you are attending. Be assertive and willing to work with others to resolve issues.





ORGANIZATIONS THAT CAN HELP YOU

Office of Student Learning & Partnership, Oregon Dept. of Education

www.ode.state.or.us/search/results/?id=266

(503) 947-5600

Career & Technical Education, Oregon Dept. of Education

www.ode.state.or.us/search/results/?id=151

(503) 947-5697

Career & Technical Education, Directory of Approved Oregon Community College Programs

www.ode.state.or.us/search/results/?id=232

Oregon University System

<http://www.ous.edu>

Includes Eastern Oregon University (EOU), Oregon Institute of Technology (OIT), Oregon State University (OSU), Portland State University (PSU), Southern Oregon University (SOU), University of Oregon (U of O), and Western Oregon University (WOU).

Oregon Community Colleges

Department of Community Colleges & Workforce Development

www.oregon.gov/CCWD

(503) 378-8648

Oregon Independent Colleges Association

www.oicanet.org

Links to private colleges in Oregon

College Board

www.collegeboard.com

Includes PSAT and SAT exam registration information.

ACT

www.act.org

Includes ACT exam registration information.

Developmental Disabilities Services: Seniors and Persons with Disabilities, DHS

www.oregon.gov/DHS/spwpd/offices.shtml

(503) 945-9774

Oregon Employment Department

www.employment.oregon.gov

(800) 237-3710

Vocational Rehabilitation Division

www.oregon.gov/DHS/vr/services.shtml

1-877-277-0513

Addictions & Mental Health Division, DHS

www.oregon.gov/DHS/mentalhealth/index.shtml

Federal Agencies

www.DisabilityInfo.gov

A collaborative effort among 22 federal agencies to provide access to information and resources that enables people with disabilities to fully participate in the workforce and in their communities.

Social Security Administration

1-800-772-1213 or 1-800-282-8096

To apply for SSI or SSDI:

www.ssa.gov/disability or

www.oregon.gov/DHS/spd/disben.shtml

OTHER RESOURCES

Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities; U.S. Dept. of Education, Office for Civil Rights.

<http://www.ed.gov/print/about/offices/list/ocr/transition.html>

Opening Doors to Postsecondary Education and Training, Planning for Life After High School; Wisconsin Dept. of Public Instruction.

<http://dpi.state.wi.us/sped/pdf/tranopndrs.pdf>

This is **your life** ... and it is your **right**
and your **responsibility** to make it a
successful life!



POSTSECONDARY PLANNING GUIDE

Planning for your future can be an exciting process and help prepare you for your dreams. There are so many different options for you today and new fields are opening up on a regular basis. Jobs that didn't exist five or ten years ago are now actively hiring staff. New technology creates new industries. Most workers today will hold a number of different jobs during their years of employment. Lack of planning today can leave you unprepared and unqualified to pursue your goals tomorrow. Read through this planning guide and begin working on developing your plan for success. Discuss your ideas with your parents, school staff, and your friends. Remember that your plan will continue to evolve as it reflects your achievements and goals. It is extremely important that you take the time to review and update your plan on a regular basis. Do you remember what you wanted to be when you were in the fourth grade? The sixth grade? Is it still the same goal?



Grade Level Checklists

<p>Middle School Years</p>	<ul style="list-style-type: none"> <input type="checkbox"/> What are your interests and skill? Make a list. <input type="checkbox"/> What do you want to do after high school? Possible options include attending college, community college, vocational school, special training programs, joining the military, or getting a job. <input type="checkbox"/> Do you manage your time well or are you always completing your work at the last minute? Do you need to work on developing your time management skills? <input type="checkbox"/> Do you have good study habits? Do you have a set time and place to study at home? Work on your study skills and talk to your parents and teachers about what study skills work best for you. <input type="checkbox"/> Begin to think about what high school courses you want to take. Do you know what classes will be required? What classes are available at your local high school? Do they offer Advanced Placement (AP) or International Baccalaureate (IB) or vocational courses? Get a list from your counselor. By the end of the 8th grade have a tentative 4-year plan for classes and review and update this plan <u>every</u> year. <input type="checkbox"/> Consider taking a college prep schedule with challenging courses – taking the easy path can limit your options.
<p>9th Grade</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Get to know your high school counselor – they can be a valuable resource. <input type="checkbox"/> Do you understand your disability and how it affects your learning? Develop a clear understanding of how your disability affects your learning, identify accommodations that help you learn and develop learning strategies that work for you.

	<ul style="list-style-type: none"> <input type="checkbox"/> Do you feel comfortable telling others, including your teachers, what you need? Learn to advocate for your needs by working with your teachers and counselor. <input type="checkbox"/> Continue to work on taking effective notes, studying for tests and other study skills. <input type="checkbox"/> Do you get stressed out by school? Big projects due and too many tests? Reduce your stress level by working on time management and stress management skills. <input type="checkbox"/> Do you always wait for others to tell you what needs to be done on your school work? Work on developing academic independence and personal initiative. <input type="checkbox"/> Be prepared for all classes (books, notebook, pens/pencil, homework) and actively participate in class. <input type="checkbox"/> Get involved in school activities. Are you interested in music, sports, clubs, or drama? <input type="checkbox"/> Get involved in community activities and volunteer to help others. <input type="checkbox"/> Explore your career options. Attend career fairs, take interest inventories, and talk to your parents, friends and teachers about possible career choices. <input type="checkbox"/> Make a list of the courses you will need for admission to postsecondary education – does your 4 year plan include the right courses? <input type="checkbox"/> Learn to use as many different kinds of computer software as you can, including word processing, spreadsheets, PowerPoint presentations, and web page design. <input type="checkbox"/> Do you need assistive technology (AT) tools such as a teletypewriter (TTY), a communication device, special writing tools or interactive computer technology? If you are not sure about your AT needs, you and/or your parents should discuss this with your IEP or Section 504 team. <input type="checkbox"/> Does your high school have a Career Center? If so, be sure to visit the center and try out their programs and explore your post high school options.
<p>10th Grade</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Continue the activities listed for 9th grade. <input type="checkbox"/> Did you know that your school now offers free college readiness tests to sophomores? Take the PSAT exam or similar college readiness exam and identify those areas where you need additional preparation. You will get a report showing the areas in which you're on track for college and where you're not, along with a list of the courses you should take to gain the skills you lack for college. <input type="checkbox"/> Review your earlier list that identified your interests and skills – do you need to update? What are your strengths in school? What are your weaknesses? <input type="checkbox"/> Can you identify the accommodations you need? Continue developing your self-advocacy skills and let others know what you need. <input type="checkbox"/> Check your transcript – is your GPA at least a 2.0 or better? Hint: Many colleges require a minimum 3.0 GPA for admission. <input type="checkbox"/> Continue to work on those time management, note taking, and study

	<p>skills. And don't forget stress management!</p> <ul style="list-style-type: none"> <input type="checkbox"/> Are you on track to graduate? And will you be eligible to go on to college? Meet with your high school counselor to discuss what you need to do to reach your goals. <input type="checkbox"/> Do the schools or programs that interest you offer college fairs? If yes, then plan on attending. <input type="checkbox"/> Gather information about college programs and what services are offered for students with disabilities. <input type="checkbox"/> Do you think you may be eligible for federal or state programs that provide support for adults? Check with local agencies to see if you may qualify for assistance. <input type="checkbox"/> Do you want to let others make the decisions about your future or do you want to become an active member of your IEP team? Beginning no later than age 16, you must be invited to your IEP team meetings whenever postsecondary goals and transition services needed to reach those goals are discussed. Identify your postsecondary goals and annual transition goals and talk about your preferences, interests, needs and strengths with other members of the IEP team.
11th Grade	<ul style="list-style-type: none"> <input type="checkbox"/> Continue the activities listed in grades 9 and 10. <input type="checkbox"/> If you will be eligible for federal or state programs that provide support after you graduate from high school, invite representatives from the agency to attend your IEP transition meetings. <input type="checkbox"/> Have you selected one or more schools or programs that you intend to apply to after high school? If so, compare your current credits and anticipated course lists to see if you will meet their requirements for admission. Do you need to take additional courses? <input type="checkbox"/> When you've identified a school or program of interest to you, be sure to check on what services they offer – will it meet your needs and goals? <input type="checkbox"/> Find out if the schools you are interested in require that applicants take the ACT or SAT exam. If they do, make preparations to take the appropriate exam. (Many juniors take the SAT or ACT exam and then retake the exams during their senior year in high school.) <input type="checkbox"/> Do you normally use accommodations during testing? If you are eligible for accommodations during the SAT or ACT exams, be sure to talk to your counselor about making arrangements for testing accommodations. Prior arrangements are required for any accommodation.
12th Grade	<ul style="list-style-type: none"> <input type="checkbox"/> Continue with the activities from 9th, 10th and 11th grades. <input type="checkbox"/> Do you know when the application deadlines are for programs you are interested in attending next year? Identify application deadlines for postsecondary education programs and learn about required application paperwork. All applications and support documents MUST be submitted by the deadline so don't wait until the last day to complete! <input type="checkbox"/> When you have completed the application, have your parents, counselor or other school staff review. Be sure to check for spelling and grammar! <input type="checkbox"/> Do you know what a resume is? Or how it can be used? A resume includes information on your academics, extracurricular activities,

community activities, volunteer work and work experiences. Is there a class at your high school that will help teach you to develop an effective resume?

- Many college and job applications require letters of recommendation. Can you identify people willing to write a letter of recommendation for you? A favorite teacher? Your counselor or IEP case manager? Your school principal?
- Be prepared by putting together a transition packet that will document your disability and accommodation needs. Include recent evaluation reports, transcripts, test scores (such as OAKS, PSAT, SAT, ACT), a copy of your current IEP, medical records (if appropriate), writing samples, resume and letters of recommendation.
- Still not sure if the post secondary program is for you? Schedule an interview or tour the school or program. Try to talk to current students and see if they are satisfied with the program.
- If you are training for a specific field, talk to a professional in that field. Is there potential for employment? What are the trends in that field? Can they recommend good programs of study? Are there internships available?
- Get a copy of your summary of performance from your IEP team. This includes a review of your academic achievement and performance along with recommendations for how you can achieve your postsecondary goals.



ON THE ROAD TO SUCCESS...

4 Year Plan for Regular Diploma

Required Academic Areas	Minimum Oregon State Graduation Requirements (Regular Diploma) ⁶	Fill in <u>your</u> District's Graduation Requirements	Classes you plan on taking to meet this requirement
English	3 credits <i>(4 credits beginning with class of 2010)</i>	_____ credits	1. 2. 3. 4.
Social Studies	3 credits	_____ credits	1. 2. 3.
Math	2 credits <i>(3 credits beginning with class of 2010; 3 credits at Algebra 1 level and above beginning with class of 2014)</i>	_____ credits	1. 2. 3.
Science	2 credits <i>(3 credits scientific inquiry beginning with class of 2012 – 2 lab credits required)</i>	_____ credits	1. 2. 3.
Physical Education	1 credit	_____ credits	1. 2.
Health	1 credit	_____ credits	1. 2.
Second Language, The Arts, +/or Career & Technical	1 credit <i>(3 credits beginning with the class of 2012)</i>	_____ credits	1. 2. 3.
Computer Science	No State requirement.	_____ credits	1.
Additional District course requirement(s)	No State requirement.	_____ credits	1.
Electives	9 credits	_____ credits	1. 2. 3. 4. 5. 6. 7. 8. 9.
Total Credits Required for Graduation	22 credits <i>(24 credits minimum beginning with the class of 2010)</i>	_____ credits	

⁶ Based on diploma requirements for 2008-2009. See www.ode.state.or.us/search/results/?id=368 and www.ode.state.or.us/search/page/?id=1684 or www.getreadyoregon.org for further details.

4 Year Plan for Modified Diploma

Required Courses	Minimum Oregon State Graduation Requirements for Modified Diplomas	Fill in Your District Graduation Requirements	Classes You Plan to Take in High School
English	3 credits	_____ credits	1. 2. 3.
Social Studies	2 credits	_____ credits	1. 2.
Math	2 credits	_____ credits	1. 2.
Science	2 credits	_____ credits	1. 2.
Physical Education	1 credit	_____ credits	1. 2.
Health	1 credit	_____ credits	1. 2.
Second Language, Career & Technical and/or The Arts	1 credit	_____ credits	1. 2. 3.
Computer Science	No requirement	_____ credits	1.
Electives	12 credits	_____ credits	1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12.
Total Credits	24 credits	Maximum of 24 credits required	

Oregon University System Undergraduate Admissions for 2009-2010

The Oregon University system includes the following: Eastern Oregon University (EOU), Oregon Institute of Technology (OIT), Oregon State University (OSU), Portland State University (PSU), Southern Oregon University (SOU), University of Oregon (U of O), and Western Oregon University (WOU).

All OUS institutions conduct more comprehensive reviews of applicants who do not meet the minimum required GPA for admission. Reviews include additional factors such as standardized test results, rigor of courses taken, review of writing sample or personal essays, Proficiency-based Admission Standards System (PASS) performance information, and other indicators that predict success in college.

Undergraduate Freshmen Admission Requirements For Admission 2009-2010							
	EOU	OIT	OSU	PSU	SOU	UO	WOU
High School Graduation	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Subject Requirements: <i>4 credits English, 3 credits Math, 2 credits Science, 3 credits Social Studies, and 2 credits in a Second Language</i>	Yes	Yes	Yes	Yes	Yes	Yes	Yes
SAT / ACT Scores ⁷	Yes	Yes	Yes	Yes	Yes	Yes	Yes
High School GPA	3.00 ⁸	3.00	3.00 ⁹	3.00	2.75	3.00 ¹⁰	2.75
Additional campus review required. (Evidence of proficiency, if available, will be considered here.)	Below 3.00 portfolio required	2.50 to 2.99	Below 3.00; or few than 14 subject credits	Below 3.00	Below 2.75	Below 3.25; or fewer than 16 subject units	Below 2.75

⁷ Minimum test scores are not set, but test results must be submitted and may be used during additional campus review processes. OUS schools require a standardized writing exam. Students submitted the SAT II Reasoning exam will be submitting a standardized writing exam. Students submitting the ACT should submit scores from the optional writing examination.

⁸ In courses taken to satisfy the subject requirements.

⁹ OSU admits applicants who have a 3.00 high school GPA and 14 units of subject requirements. Applicants below the 3.00 high school GPA or lacking subject requirements will receive additional campus review. OSU requires the Insight Resume. Completion of Math through the level of Algebra II is highly recommended.

¹⁰ UO automatically admits applicants who have a 3.25 high school GPA and 16 units of subject requirements including the 14 OUS subject requirements and 2 additional academic units. Applicants below the 3.25 high school GPA or 16 units of subject requirements will receive additional campus review.

NOTES & LISTS

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